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Journal of EDUCATION

BOSTON, MASS.
Vol. CIII, No. 21

May 27, 1926

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Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

New Industrial Era

CHARLES EDWARD RUSSELL in the Century Magazine for May has an article of compelling interest on "The New Industrial Era: Getting Rid of Things We Don't Need." We think it is the most valuable economic article that has been written during the present state of public mind. Mr. Russell makes it entirely clear that the present industrial and commercial prosperity of the United States is largely due to the way in which we have ceased to make things that we do not need.

The preventable waste in six great typical American industries ranged from 29 to 64 per cent. These six industries are textile, metal, boots and shoes, printing, building, and men's ready-to-wear clothing.

Up to 1922 there were sixty-six varieties of paving bricks. Today there are only four varieties. In this the manufacturers save a million dollars a year.

There were 130 varieties of range boilers; now there are thirteen. There were 120 kinds of storage-tanks, now there are fourteen. There were 426 varieties of nails and tacks that hardware dealers must carry. Now there are 179.

There were 4,460 varieties of shovels, spades and scoops. Now there are only 384. There were 1,500 varieties of bolts required for repairing all kinds of plows. Now there are 840, instead of 1,500. There were 2,000 varieties of sheet steel. Now there are only 138. Seventy-eight varieties of bed-springs are reduced to two.

These are just samples. The tragedy, or comedy, of Mr. Russell's article is that he gives Mr. Hoover most of the credit, and never once mentions Henry Ford's economy of production.

Research Service

ON MAY 14 there were one hundred and thirty-three subscribers to the twenty-five-dollar Educational Research Service organized in 1924 by the National Education Association at the request of the Department of Superintendence. New Jersey leads with sixteen members and Massachusetts follows with fourteen. New York has eleven, Indiana eight, Pennsylvania seven, Michigan and Connecticut six each, Kansas five, Arizona, California, Ohio four each, Illinois, Iowa, Missouri, North Carolina, Oklahoma three each. Five other states have two each. Fourteen states have one member each, and thirteen states have no members at present. This is in no sense an individual matter, but the subscriptions are by states, cities or institutions.

Guidance of Adults

THE American Association for Adult Education has been organized by educators and librarians from all parts of the country in Chicago. Prior to the meeting the movement had been endorsed by regional conferences held in New York, San Francisco, and Nashville.

Dean James E. Russell, Teachers College, New York, is president, and Leon J. Richardson, president of the National University Extension Association, Berkeley, California, is vice-president. J. H. Puelicher of Milwaukee, president of the American Bankers' Association, is treasurer, and Miss Margaret E. Burton of the National Board of the Y. W. C. A. is secretary.

Toronto in 1927

PRESIDENT A. O. THOMAS and the executive committee of the World Federation of Teachers Associations announce the selection of Toronto as the place of meeting in July, 1927.

Several cities invited the World Federation, and the availability of each was carefully considered. They wisely conferred with Harold A. Allan, business manager of the National Education Association, who is the master mind for such decisions, and the choice of Toronto was unanimous and enthusiastic.

The meeting at Toronto will have world significance. The Dominion of Canada and the United States will give unprecedented welcome to the delegates from every country on the globe, and all countries will be represented.

Caldwell of Hammond

SUPERINTENDENT L. L. CALDWELL of Hammond, Indiana, has been re-elected for another four years on a salary of ten thousand dollars, which is the noblest kind of answer to the loose talk about "unrest" in the school world. He has given the schools as brilliant leadership along progressively sane lines as has any superintendent, and he has given the city as valuable community leadership as he has given the teachers, and this has been as genuinely appreciated as has his school service. He is president of one of the best Rotary Clubs in the country and a member of the executive committee of the Chamber of Commerce.

Hanson of New London

WARREN A. HANSON, superintendent of New London, Connecticut, has high achievement to his credit under the slogan, "Simplification in Education." He is putting his schools, as far as possible, on a plan that will give "a continuous flowage of pupils throughout the system."

Incidentally there will be an "all the year school." This will be an innovation in New England, and it will be in a system small enough for a serious tryout. Newark, New Jersey, and Nashville, Tennessee, have made heroic efforts, but few cities have had adequate conditions. Mr. Hanson has the teachers, the Board of Education, and the public with him in this noble adventure.

The New London plan has every feature of individual instruction, of vitalizing school life, of adaptation to various mental equipments and personal tastes and aptitudes.

Not since the "Dalton Plan" has any New England school system announced anything quite as elaborate, quite as comprehensive, quite as evolutionary as Superintendent Hanson of New London has published in his report to the Board of Education, which the Evening Day of his city printed entire in the issue of February 20.

Wisconsin to Oregon

THE State University of Oregon has elected Professor A. B. Hall of the University of Wisconsin as president. He is professor of political science in Wisconsin. He was invited to give the commencement address at Eugene, but he has so many engagements in the East that he cannot go to his new field of labor until September. The University now enrolls more than three thousand students.

The Harvest Years—Senior High School

Eighth of a Series of Editorials Dealing With Character Growth

By A. E. WINSHIP

THE first three school years are the blossoming time, the second three school years the fruiting time, the third three school years the ripening time, and the fourth three school years are the harvest.

If any young man or young woman at eighteen has failed to have social morale, intellectual stability, economic security, the ripened fruitage of babyhood, childhood, school boyhood, manly boyhood, and adolescence has not been harvested.

The school is primarily responsible for the blooming, fruiting, ripening, and harvesting of character, for the school alone has a budget from which to pay for school grounds and buildings, equipment of grounds and buildings, providing superintendents, supervisors, principals, and teachers, books and school busses when needed.

Taxpayers provide no budget to standardize home equipment for the character forming of children, provide no training for motherhood or fatherhood, require no certificate of preparation for skilful training of babyhood or childhood, for no art of guiding boys and girls in the blooming, fruiting, ripening, or harvesting of character.

It is a great temptation for preachers, lecturers and editors to harangue against the family; we have done that ourselves, but if the public really believed in family responsibility we would provide for family education with adequate certification for both parties to a marriage contract before they could be married.

Since the school alone has responsibility for the blossoming, fruiting, ripening and harvesting of character, and since the taxpayers pay billions of dollars for making manly boys and womanly girls, we must assume responsibility for every one at eighteen years of age who is not manly or womanly.

However perfect the work of home and school has been up to fifteen years of age, life from fifteen to seventeen is full of temptations.

There is no authority that can be exercised unless waywardness becomes lawlessness, and in this age of the world waywardness usually becomes lawlessness.

The first high professional achievement of Teachers' Colleges, Normal Schools, makers of courses of study, superintendents, supervisors, principals and teachers is recognition that the responsibility of the school is not primarily to teach subjects.

The business of the school is to prepare boys and girls from six to seventeen to be good and good for something.

The mother, the family, the church, and the community should make the work of the school as effective as possible, but the school has no redress if any or all of these make the work of the school more difficult.

By far the best educational psychology is Dr. Charles H. Judd's "The Psychology of Social Institutions" (Macmillan), because it recognizes that the human mind is vitally influenced by social conditions; that civilization is the result of social influence; that it was not tools that civilized savages, but human thinking promoted by the discovery that iron made tools that could not be made of wood or stone. Making ideas work evolved institutions which are "crystallized ideas."

The "psychology of number" is infinitely above adding and substracting. A machine can add and subtract, but the evolution of number-thinking has civilized and humanized the world.

The school does little when it merely teaches the use of tools, however keen their edge may be. To know what has been is of slight value in comparison with knowing what is.

An alert mind has always created ideas instead of storing information.

Measuring is relatively "cheap stuff." Estimating correctly is high intellectuality.

To believe that the earth rotated, to believe that the earth goes around the sun requires scientific faith, not great intellectuality, but demonstrates mental action that is reliable.

To believe that an eclipse will occur in a given place on a given second twenty years from today is a vital range of faith, though it is no different in character from faith that the "sun will rise" at seven and a half minutes past five tomorrow morning.

When physicists tell us that each of the known and unknown ninety-two elements has a definite number of atoms, though no microscope has ever been made that can see an atom in any element, we believe them. Two years ago there were seven elements that had never been discovered, and none of the eighty-five elements had ever been discovered by an

American. No scientist doubted any of these statements, because they knew the reliability of physical science.

This year a physicist in an Illinois university discovered No. 61 of the missing elements, and every one who believes in the science of physics felt his heart bound with exuberant joy at this new demonstration by an American of the reliability of science.

A few years ago the physicists said that the atom of each element has a definite number of electrons ranging from about 2,000 in an atom of hydrogen to a quarter of a million in an atom of radium.

This seemed to stretch one's faith to the limit. The idea that there are tens of thousands of electrons in an atom of iron, and that the tens of thousands of electrons in an atom of iron were in constant motion like the stars in the heavens, was too much for me, and I decided to think of something else and waste no faith on the electron world.

When they said these electrons had a habit of jumping from one orbit to another, modifying the atom orbit from which they jump and the atom orbit to which they jump, my head was in such a whirl that I wished they would stop guessing about the atoms of electrons.

I feel very different now because an acquaintance of mine, Dr. Robert A. Millikan, president of the California Institute of Technology at Pasadena, undertook to prophesy just when a few of the outer electrons of boron would jump, and where they would jump, and what would happen to the atom they jumped from, and to the atom they jumped to.

No other scientist in the world had been foolhardy enough to talk that way. He said if the atomic mechanics have the same system as celestial mechanics there must be as reliable laws of motion down here as up there, and he proved it, and in consequence he is the proud possessor of a Nobel prize.

It was easy to doubt when I read of it abstractly, but when I could take the hand, look in the eye, and hear the voice of a man who knows as much about atomic mechanics as my neighbor Harlow Shapley does about the astronomic mechanics of the other universe which he has discovered seven hundred thousand light years away, it is easy for me to believe that there are many things in science that I better take on faith.

Why have I taken so much space on Dr. Judd's Social Psychology and Dr. Millikan's Atomic Mechanics?

Because I firmly believe that there is a lot of puttering, fluttering, and sputtering about pedagogic subject technic when we should be thinking of celestial intellectual mechanics and atomic social mechanics. We ought to believe that education can know when an eclipse is liable to occur in a boy's life, and when an electron is likely to jump from one orbit to another in a girl's life.

Hereafter most young people are sure to stay in school through the senior high school or until they are eighteen. For this we must concentrate all civic, social, and educational forces, but it will be "high crime" and "misdemeanor" to allow a young man, especially, to stay in school unless he uses his time and energy in establishing responsibility for personal morale. For a student to be in the senior high school as a social luxury is alarming, not so much for its effect on him, as for its demoralizing influence upon others.

In the very nature of the case one who makes social pleasure his major is personally attractive to a dangerous element in the schools, to a class of young people who are susceptible to social charms.

A mother said she would have no trouble in having her daughter do good work in high school, but she insists that we are crucifying her if we want her to study when A, B and C among the girls and X, Y and Z among the boys are having a lark that evening.

It is only a little less serious for a senior high school student to carry an easy course which requires no home work. It is vastly better for a young man of sixteen or seventeen to work eight hours in the day and spend two hours in an evening school than spend five hours on easy work in school and spend three or four hours in pleasure in the evening.

The senior high school must be a serious high school with its real mission preparing young people to be safe and sane citizens, to be good and good for something.

Where is there a course of study that is based on making better boys and girls? Where is there any legislation that insists upon having education devoted to making better boys and girls? What theological seminary specifies that a graduate is equipped personally and professionally with skill for helping the homes to raise better boys and girls?

What course in a theological seminary places the same emphasis upon skill in character training that is placed upon the theology of the denomination, upon the literature of the church?

The favorite magazine subject of late has been Bees. A vast number of brilliant articles and several remarkable books have been written about bees, and the prize article of 1925

was on "Bees Knees," but not a sentence on making better bees. One bee specialist has made a better queen bee, and the little thing is worth five hundred dollars.

Every honey bee had always black streaks, and this seemed needless to this specialist. He selected a special breed of Italian bee with only one stripe of black. He succeeded in climinating that last bit of black, and had a queen bee with only one color. To his surprise he had a gentle queen bee whose hive had extra sweet honey, and that first queen bee, the founder of a strain, was sold for $500.

To make a better bee was worth while. If we can make better boys and girls in home and school, in society and church, by study, work and play, or in any other way, the value thereof will be beyond computation.

What shall the harvest be?

Important Salary Survey

GOVERNOR SMITH'S veto of bills seeking salary increase for New York City school teachers has focused the attention of the community on the expert survey of the situation being made by the citizens' committee on teachers' salaries. In advising Governor Smith to veto the bills on the grounds the city exchequer could not afford such increases, the Board of Estimate adopted a resolution proposed by Mayor Walker, calling for the creation of a committee of fifteen to make a scientific study of teacher salaries, thus giving official recognition to the immediate need for such an investigation as the citizens' committee has been conducting since the time of its organization, January 28, 1926.

Lengthy editorials in New York City papers, commenting on the Mayor's proposal, urge that he avail himself of the data thus far compiled by the citizens' committee on teachers' salaries. Praising the initiative of the United Parents' Association in calling together such a representative group of citizens, the editorial writers agree that such an impartial, non-partisan survey as this committee has been making should have the hearty co-operation of the teaching staff in the public schools.

Meanwhile, the citizens' committee is going forward with its plans to submit a detailed inquiry blank to the 30,000 educators in the city's system. Robert E. Simon, chairman of the committee, in explaining the delay in launching this third and most important phase of the investigation, said: "We have been awaiting the Governor's action on the teachers' salary increase bills before proceeding. Three weeks ago we were all equipped to submit our inquiry blank and to facilitate its distribution; we had the co-operation of the administrative staff of the Board of Education and the endorsement of the representatives of the joint salary committee of Teachers Organizations. But, now that the Governor has vetoed the bills, sending the teachers back to the city for a settlement of the salary question, we shall proceed with this phase of our survey at once. In the situation the teachers find themselves in now, with the Governor twice vetoing their salary increase bills, the part which we shall play becomes doubly significant.

"There is unanimous sentiment in favor of just such a thorough survey of the problem as our committee has been making. We shall be glad to have the Mayor call upon us for co-operation. It will be important for such a committee as he proposed to have the material we have thus far gathered, and the tabulated result of our 30,000 inquiry blanks will be of inestimable value to an official committee investigating a sound and adequate salary for the teachers of our children."

The two phases of the citizens' committee's survey thus far completed include the preliminary report on salaries in relation to the increasing cost of living and the second phase, Dr. J. R. McGaughy's personal investigation of salaries and salary bases in the following cities: Boston, Philadelphia, Washington, Chicago, Detroit, Cleveland, Kansas City, Cincinnati and St. Louis. Dr. McGaughy, director of the committee's survey, one of the foremost authorities in this country on school finance, has made a comprehensive and valuable study of conditions affecting salaries in these cities, so that, in the making of the final recommendations for salary adjustments in New York City, such information will be of pertinent value.

The committee is establishing a method never before attempted in this country for getting at the heart of the teacher salary situation.

Educational Readjustment

By DANIEL L. MARSH

President, Boston University

THERE is a serious maladjustment in our whole educational system. Too often college education is an abrupt break with high school education. Many students are ill prepared. Others are natively incapable of pursuing an exacting college course. Still others are lazy and indifferent. A prospective university student should present other qualifications than merely a desire to go to college. . . .

Classes should never be permitted to become so large as to make impossible the intimate contact of students with teachers. . . . We are in peril of over-emphasizing credits as though they were tickets of admission to the university. We are in danger of forgetting that a student's character, purpose and spirit are of more worth than his credits, clothes, social position and ancestors. . . . The total number of living graduates of American institutions of higher education, including colleges of business administration, engineering, mining, and similar schools, is a million and a quarter, which is only 1 per cent. of the population. About 90,000 will receive degrees this year. One out of a hundred of our people has completed some sort of an education above the high school; seven out of a thousand are enrolled in some institution of higher learning. This year there will be nine graduates to every eleven thousand of population. Are not those critics who fear such figures more or less victims of the ancient superstition that a college graduate must have a "white collar job"? Would it not be wonderful to create a sky for the man who does not wear a white collar? We should go slow about refusing passage to able and aspiring youths who seek to embark on our ship over the high seas of education. The greatest menace confronting education today is presented by the crassest materialism. Especially is this materialistic conception of life a menacing obstruction in the way of unselfish service. In philosophy this peril shows itself as positivism, realism, naturalism. In psychology it shows itself as behaviorism or energism. In religion it shows itself as naturalistic humanism, which avowedly considers physical life as an end in itself; which evicts the soul with derision and regards personal immortality as a metaphysical superstition. In logic, materialism is analytic rather than synoptic, and in education it has only the utility end. In the wake of this type of thought we find individual crimes, social injustice, political corruption, commercial dishonesty, economic unrighteousness, and international fear and hate and strife.

Whenever you convince a man that he is an animal, and nothing more than an animal, he will act like an animal. Whenever you can convince the world that physical science has given its verdict in favor of force and violence and against social justice, you will witness a recrudescence of the jungle.

Boston University's charter expects both liberal and useful education together with the promotion of virtue and piety. The chartered equality of "liberal" and "useful" education should save us from running into either one of the two most prevalent dangers of education —the measurement of the value of knowledge solely by the test of its utility to the individual, and the pursuit of knowledge solely for its own sake without reference to its value to any one.

Fidelity to the charter will save us from going aground upon the "Island of Athletic Sports." This dangerous island in the educational sea is made by well-meaning and enthusiastic, but misguided alumni and other friends, who, forgetful of the port to which their good ship Alma Mater is headed, would run it on the shoals of pagan worship of physical efficiency; the idolization of men who may be inferior in every respect but brute force; the ambition to secure victory at any cost; high-salaried, superorganized, unreasonably-specialized coaching systems; a reckless waste of money for football, while the academic system starves; overparticipation in sports by the few, and total neglect of them by the many; unwholesome newspaper publicity featuring individual players; an unethical professionalism; and a confusion in the minds of youth as to why they go to college.

There should be sane and wholesome outdoor sports, fixing responsibility with the university authorities where it belongs.

Character is the most important end of education. The life that "shines serene in the darkness and dread of night" is worth more to the community than the largest factory, bank or store, or any number of academic degrees. We stand for the promotion of character, which is what one is in the dark or in the spotlight.

A "liberal and useful education" will make a man self-supporting, but to be truly liberal, it should go further; it should strengthen and broaden his faith in God; make keener his appreciation of spiritual realities; furnish him

with a just conception of human life, its needs, possibilities, and obligations; deepen the distinction between right and wrong; strengthen his convictions of those truths which surround right with the most impressive sanctions.

The most dangerous shoals of materialism are called the irreconcilability of religion and science. Over these shoals waves of shallow-thinking hiss and foam. My thought here is well expressed by Herbert Spencer in his treatise on "Education," where he says: "Doubtless, too, in much of the science that is current, there is a pervading spirit of irreligion; but not in that true science which has passed beyond the superficial into the profound. So far from science being irreligious it is the neglect of science that is irreligious—it is the refusal to study surrounding creation that is irreligious. "True science and true religion," says Professor Huxley at the close of a recent course of lectures, "are twin sisters, and the separation of either from the other is sure to prove the death of both."

Guided by such convictions, and characterized by a blending of open-mindedness with reverence, Boston University will pursue her onward course. But we will do this in a spirit of affirmation rather than negation, of reverence rather than irreverence.

The driving power of Boston University is the philosophy of personalism, or personalistic idealism. Over against materialism stands idealism, whose psychology, unlike that of the popular behaviorism of the day, is purposive in character; whose philosophy is personalistic instead of naturalistic; whose logic is synoptic instead of analytic; and whose outcome is theism, not atheism.

Let us not be deceived; there is not a ghost of a chance of the world moving forward to a better day until it moves on from a selfish individualism to a generous altruism which stimulates the highest development of personality.—Abstract of Inaugural Address.

My Best Teacher

By GEORGE F. MOODY

Salem, Mass.

I WELL recall the first day of school and the beautiful smile she gave me as I came into the room, and the tactful way she said: "Good morning, George; I'm sure you would like to sit in that seat by my desk, wouldn't you?" Who could resist! Of course, I said "Yes," although I had already made up my mind to sit in a back seat far from her desk.

Again, I recall the day when the swimming hole had greater charm than the classroom. We spent the whole afternoon in the pool pretending to enjoy the water although we were wondering just what our reception would be like at school next day.

It was shortly after supper that evening that a knock was heard on our door, and father asked me to answer it. How great was my surprise when I saw Teacher there, and how chagrined I felt when she said in her smiling, cheerful way: "May I see you and your father a few minutes?" I invited her in and prepared for the worst. We assembled in the parlor. Never shall I forget that night! In her motherly sort of way she told father how she appreciated me and the fine work I was doing at school, and so on, all the while smiling benignly at me. How like a criminal I felt to think I had treated this friend of mine so shabbily! Finally, she told how she had missed me and how she had feared some great mishap had befallen me as I had been absent that afternoon, and how thankful she had been when she saw me open the door. Oh, how my conscience hurt! What a black look came over father's face as he said: "Well, son, what have you to say for yourself?" Shamefaced, I told the truth. How sorry I felt as a hurt look crept into Teacher's eyes. And then, as father started to speak in that harsh way he had when we did wrong, my teacher held up her hand, and said: "Please remember you were a boy once, and made mistakes, and I'm sure George now sees his mistake, and will not do it again." How I wanted to show my gratitude! How I loved that teacher! And never again did I absent myself from school to go swimming.

I still can see the beautiful wild flowers she used to bring each day, and hear the stories of nature and God's love she told after opening exercises. She instilled in our minds an interest in life and its beauties. What a bond of sympathy was built up in this way. Who can estimate the influence this one life had upon the boys and girls of that room? How we loved that dear soul. And although I've had many a teacher during my life I have forgotten most of them, some I can recall, but none remain so vividly in mind as that seventh grade teacher who taught in the Berkshire Hills twenty-two years ago.

Exchange of Letters Aids Language Study

By ARTHUR W. DUNN

National Director, American Junior Red Cross

MODERN language teachers have a very special interest in correspondence between their students and students in countries whose languages they teach—mainly, of course, French, German and Spanish-speaking countries. Such correspondence is fairly common. It adds interest to the language study and gives practice in its use. An additional motive is found in the desire to promote international understanding and friendliness.

Among the numerous schemes of international correspondence that have appeared in recent years under various auspices is that of the Junior Red Cross, which it is the purpose of this article to describe. It has features that are unique. In its origin it was largely an accident, or at least unpremeditated. Certainly it was not developed primarily as an aid in teaching languages, or any other subject in the curriculum. That is not a function of the Junior Red Cross, except as an incident—though it does happen to be an incident.

The Junior Red Cross plan of international correspondence owes its values largely to its origin in, and its continued relation to, the first great purpose of the organization. That purpose is to give children opportunity to share, in an organized way, in the humanitarian work of the Red Cross, and by this means to foster in them altruistic attitudes of mind and habits of action. It gives them a part in a world-wide social progress, and trains them through service for service.

And so it came about that, in the years following the Great War, the children of America, organized in the Junior Red Cross, found opportunity to share, in a very fundamental way, in post-war reconstruction by service to the children of Europe by the work of their own hands and sacrifice of their own accustomed pleasures. The civic value of this is obvious. And what was more natural than that, along with material aid, there should go messages of friendliness and encouragement, and that there should be received in return equally friendly messages and tokens of appreciation?

Moreover, through the example and inspiration of American children, Junior Red Cross organizations sprang up in European countries. With the development of the League of Red Cross Societies the Junior Red Cross movement spread over the earth, so that now more than fifty countries have their own Junior Red Cross organizations with an aggregate membership of nearly ten million boys and girls. All who are engaged in Junior Red Cross correspondence belong to a common world-wide organization with a common purpose and program of service and good will. Each pupil and teacher engaged is linked up with ten million other teachers and pupils, not in correspondence alone, but in common social enterprise. So that the civic values of post-war work have been perpetuated and firmly established.

The "heart, soul, and deep purpose" that infuse Junior Red Cross correspondence by reason of the facts stated above are vividly exemplified by two letters selected from many that might serve as well. One is from Czechoslovakia: "From Germany came to us the calling of the suffering children for help. And so we did not mind what was in the depths of our souls from the days of the old hostility between Bohemians and Germans, and we have done as the feelings of the human heart commanded us. . . . We were pleased by the knowledge that we were fulfilling our promise to the American children that, in every action in behalf of suffering, we shall stand by to help, gratefully remembering that they have once helped us."

The other comes from Brazil and is addressed to Juniors in Minnesota: "It was with pleasure that we received a dainty album made by you, as it increases still more the cordiality between the children of the two countries. The Junior Red Cross, which has neither country nor creed, is the sacred symbol which ought to appear on all the altars of all the countries and ought to be respected and known by all the children of the world. It is through it that we communicate, and perhaps it will be the means one day of making us to know you in your own country, or vice versa. We love, therefore, our colleagues of the Junior Red Cross, because it is ours and was created for us. . . . Minnesota is above the equator . . . and therefore there is a contrast in our lives. The Sun, being only one, and owing to the roundness of the earth, cannot be agreeable to us at the same time. When he visits you most intimately he sends us only pale rays, or when we are enjoying the beautiful days of spring you there are in the sad days of autumn, and when we enjoy the delights of summer you have the dark days of winter. Our vacation is in December and yours would be in June. But if Nature thus

places us in opposite positions, the Junior Red Cross extends its banner over the Americas to unite our hearts. . . ."

The Junior Red Cross would not maintain a system of international correspondence were it not for its value as an instrument of international understanding, good will, and co-operation in service. Incidentally, however, the Junior Red Cross plan possesses other educational values that are carefully fostered. Although unpremeditated in its origins, its development has been guided by the best educational thought available to the end that it may most fully serve the purposes of the schools that use it.

It is, for example, at the service of modern language classes. Through it many American schools are in correspondence with France, Belgium, Switzerland, Austria, Germany, Spain, and a number of Latin-American countries. In High School Service, the American Junior Red Cross magazine for high schools, materials excerpted from international correspondence are published monthly in French, Spanish, or German. Junior Red Cross magazines of French, Spanish or German speaking countries may be subscribed for through the American Junior Red Cross, and through the same channel American high schools may exchange their own school publications for similar publications of foreign schools.

The international correspondence of the Junior Red Cross includes not only friendly letters, informational letters, letters of inquiry; but these are accompanied by specimens of school work in every subject, including handiwork of various kinds; photographs portraying school and community life, typical natural scenery, points of interest in the community; descriptions of school activities, of customs, of industries and occupations, of sports; specimens of native flora, art designs, postage stamps; an infinite variety of things that interest boys and girls and help to interpret the life of one country to another.

The value of such materials in giving breadth and depth to the interest of pupils in the countries whose language they are studying is obvious. And this is as true in the case of the classics as in that of modern languages. Moreover, the pupils in language classes are also pupils in classes in geography, history, art, and other subjects, to which new interest and meaning are given by the varied materials and direct contacts which international correspondence of this type affords. Both the materials received and the preparation of materials to be sent in return afford a means of co-ordinating the work in various subjects in a strikingly interesting and profitable manner.

This suggests a feature of the Junior Red Cross plan of international correspondence that gives to it great educational possibilities, namely, its "group," or "co-operative" character. In its simplest terms this means that each exchange of correspondence involves two school groups rather than two individuals. In the 5,088 American school groups engaged in foreign correspondence last year there were at least 250,000 children with their teachers who thus established direct foreign contacts; thus a maximum extension of influence is achieved.

But "group correspondence" means more than this. The letters and materials received are of interest and use to entire classes in their study of geography, history, languages and other subjects. On the other hand, a preparation of suitable letters and materials for foreign schools is a highly interesting and valuable project in which not only the individual members of a particular group, but also groups in different subjects and different grades and different high school clubs may co-operate.

Such co-operative effort does not eliminate individual interest or initiative. There is ample opportunity for the individual pupil to make his particular contribution to the general result and to identify it as his. Indeed, the group correspondence plan of the Junior Red Cross does not exclude individual letters. All that it insists upon is that letters sent through its channels shall not begin and end with the two individuals involved. To prevent this the letter sent should be of such a character as to be of genuine interest to the group to which the recipient belongs and to bring back a reply of interest to the American group. The Junior Red Cross handles individual letters only when they are sent to the school address.

The Junior Red Cross is glad to encourage and to assist John Jones in an American school to correspond with Pedro Sanchez in a Spanish school, but for John it should be more than practice in writing Spanish. Certainly Pedro will expect a content that will hold his interest and increase his understanding of America, American schools and American life. To the fullest extent possible both John and Pedro should fairly represent their respective groups.

As this article began with emphasis upon the spiritual and social values pertaining to Junior Red Cross correspondence by reason of the membership of the correspondents in a common world-wide organization, it will close with reference to a more practical or material value arising from the same fact. As an organization in fifty-three countries of the world it provides a mechanism incomparable in the world's history for effective administration. All Junior Red Cross correspondence is cleared through the national offices of the Red Cross in the several countries.

Boy Scouts

By PRESIDENT COOLIDGE

[Address in Washington on May Day to the Boy Scouts of America]

The boy on becoming a scout binds himself on his honor to do his best, as the oath reads:—

"First—To do my duty to God and my country, and to obey the scout law.

"Second—To help other people at all times.

"Third—To keep myself physically strong, mentally awake, and morally straight."

* * *

The organization of the scouts is particularly suitable for a representative democracy such as ours, where our institutions rest on the theory of self-government and public functions are exercised through delegated authority. The boys are taught to practice the basic virtues and principles of right living and to act for themselves in accordance with such virtues and principles. They learn self-direction and self-control.

* * *

In the city-bred boy is developed love for the country, a realization of what nature means, of its power to heal the wounds and to soothe the frayed nerves incident to modern civilization. He learns that in the woods and on the hillside, on the plain, and by the stream, he has a chance to think upon the eternal verities, to get a clarity of vision—a chance which the confusion and speed of city life too often renders difficult if not impossible of attainment. There is a very real value in implanting this idea in our boys. When they take up the burdens of manhood they may be led to return to the simple life for periods of physical, mental, and spiritual refreshment and reinvigoration.

* * *

The training of the Boy Scouts fits them to an early realization of this great principle and adapts them in habits and thoughts and life to its observances. We know too well what fortune overtakes those who attempt to live in opposition to these standards. They become at once rightfully and truly branded as outlaws. However much they may boast of their freedom from all restraints and their disregard of all conventionalities of society, they are immediately the recognized foes of their brethren. Their short existence is lived under greater and greater restrictions, in terror of the law, in flight from arrest, or imprisonment. Instead of gaining freedom, they become the slaves of their own evil doing, realizing the scriptural assertion that they who sin are the servants of sin and the wages of sin is death. The Boy Scout movement has been instituted in order that the youth, instead of falling under the domination of habits and actions that lead only to destruction, may come under the discipline of a training that leads to eternal life. They learn that they secure freedom and prosperity by observing the law.

Teaching to Spell Efficiently—II

By ORSON RYAN

Superintendent, Logan City Schools, Logan, Utah

IN THE issue of May 20 we discussed what words to teach and gave a definite method of the procedure or technique up to and including the "test" to determine just how well the teaching had been done.

In this issue Mr. Ryan makes clear how the efficiency which has been secured may be fixed permanently.

MAINTAINING ACQUIRED ABILITY.

Now that the pupils can spell a certain list of words, how shall we fix these forms permanently?

1. Get the right response, and then exercise it. To this point your teaching has been to print the pattern on the child's mind, i.e., to begin to form a particular spelling bond. This bond must now be deepened and fixed by "purposeful exercise with satisfaction."

2. Practice as you will perform. We learn to do by doing. The teacher must take advantage of all situations (in language, geography, history or any other subject) which will give opportunity for the "purposeful use with satisfaction" of the words which have been learned. These situations must not be mere exercises without proper motive.

3. The important thing is to teach the pupil to respond successfully to all spelling situations. It is not merely a "spelling list," but a "spelling habit" and a "spelling conscience" that we went to develop and fix.

4. The laws of intensity, frequency, recency, readiness, exercise and satisfaction must all be brought to our assistance.

5. The amount of exercise required will be determined by:—

(a) The efficiency of the teaching technique.
(b) The relative difficulty of the word.
(c) The ability of the individual child.
(d) The intensity of interest on the part of the pupil.
(e) The degree of satisfaction in the exercise and use of the word in meaningful written discourse.
(f) The degree to which pupils are held responsible for spelling accurately every word that has been taught.

6. No one may be sure that he has mastered permanently a given word until, for a considerable period of time, he has been able to write the word correctly in context without conscious attention to the order of its letters. In other words, spelling should become as automatic as possible.

MEMORY TESTS.

1. When the two weeks' list has been taught in this manner give a memory test on all words to all pupils.

2. Re-teach individuals the words they miss.

3. Give special help to special cases.

4. Any word which has been misspelled by a majority of the pupils should be included in the next list to be taught.

ADDITIONAL WORDS.

Select a new list of 40-50 or 60 words and proceed as with first list, i.e.:—

(a) Pre-test.
(b) Teach.
(c) Teaching-test.
(d) Re-teach individual pupils.
(e) Give purposeful exercise with satisfaction, i.e., fix.
(f) Memory-test.
(g) Re-teach individual pupils.

FINAL RETENTION TESTS.

Give a final "Retention Test" at the end of each six weeks; at the end of each twelve weeks and at the end of the year. These tests should be made up of the words which have been most frequently misspelled by all or a majority of the class.

SUMMARY.

Spelling is a process of intensive study of words.

Writing the letters of a word correctly in all written discourse is the only real spelling.

1. Pre-test on a sufficient number of words for two weeks.
2. Teach; test; re-teach daily until the two-weeks' list has been taught.
3. Fix words by giving frequent purposeful exercise with satisfaction.
4. Give memory test to all pupils on entire two weeks' list.
5. Re-teach individual pupils.
6. Measure increasing spelling ability by:—
   (a) Efficiency score of each successive pre-test.
   (b) Score on words not previously taught but of similar character.

EXAMPLE.

Words taught	Words of similar character
temperate	temperature
agriculture	agricultural
explain	explained
after noon	afternoon
round	around

7. Have each pupil keep a "word-record-book" in ink.
8. Hold pupil rigidly responsible at all times for the correct spelling of the words in his "word-record-book."

9. Have all work in actual teaching class written with pen and ink.
10. Provide appropriate work for those not in the teaching group.
11. Give final retention tests at the end of each quarter or term, and at the end of the year.

    The final tests should be two-fold:—

    (a) A random selection of words that have been taught.

    (b) A test on words of similar character.
12. Hand writing should follow the teaching of spelling in the day's program.

    (a) Uniform drill on exercises needed by the class as a whole.

    (b) Time exercises for developing speed.

    (c) Exercises for individuals whose particular needs have been determined.

    (d) Exercises which include the spelling words which have been taught during the day, week, or term.

    (e) Exercises on the ten commonest words in written English: the, and, of, too, I, a, in, that, you, for.

    With their repetitions these ten words constitute more than one-fourth of all the words we write.

    (f) Exercises on the fifty commonest words in written English. These fifty words are:—

    (a) The ten commonest (see (e) above) and

    (b) It, was, is, will, have, not, with, be, your, at, we, on, he, by, but, my, this, his, which, dear, from, are, all, me, so, one, if, they, had, has, very, were, been, would, she, or, there, her, an.

These fifty words with their repetitions make up one half of all we commonly put on paper.

A Minneapolis Achievement

By A. E. WINSHIP

IT IS a constant surprise that there are so many really wonderful achievements in the public schools of this country. It is a temptation to devote unreasonable space to these, but I cannot resist the temptation to take space for a sample of a great achievement in Minneapolis.

I speak only of what was in evidence with no suspicion by any one that I was to see the work in First Grade Reading. It was an ordinary class of children in an every-day community. The children had been in school three months. They had learned all the phonics they needed to use in learning to read.

They had had enough blackboard work to know how to approach a new word. They had learned how to group words that belonged together in expressing a thought. They had learned never to pronounce a word by itself but to group words that should be together in order to say something. They had learned never to pass a word in their silent reading until they knew how to pronounce it; until they knew what the group of words that belonged together really meant.

All this work in phonics, in word-meaning, in word grouping was learned from blackboard work with no use of a book. The class of about thirty-eight children who entered school together had been grouped in three sections based on their natural ability to learn about the same things in about the same time. I took the time to see the teacher deal with each group so that I saw how she led each group intelligence along.

There was no great gulf between any two of these groups, but the leading group, after three months, without any special preparation read pages 57-58-59-60 of "The Story Hour Primer" astonishingly well.

It was the first time any one of them had read any sentence on those pages aloud. I saw them, without one word of suggestion from the teacher, from any classmate or any one else, learn how to read every group of thoughts easily, naturally, with intelligent inflection and emphasis. And it was all the achievement of three months.

I saw another class that had been in school eight months, that had had five months' work like that to which we have referred, who had learned to learn how to read "The Story Hour Primer" and "The Story Hour First Reader" highly satisfactorily. They had also had three months on the Primer which Miss Elizabeth Hall, the Minneapolis assistant superintendent, and Miss Crockett, an ingenious and masterful teacher of First Grade children, have made. A new creation in helping children to learn to think, learn to think with high intelligence, learn to want to think themselves into and through problems in reading. None of these children had been in any school more than the five, and the latter three months, eight months in all.

I regret that our readers are probably not familiar enough with this new Hall-Bailey - Allen - Crockett - Terrill Reader so that I cannot refer to the achievement as I could in the case of the "Story Hour" book, but, in the language of the day, "Take it from me," that the achievement of the children at the end of their first eight months in school revealed a power such as we

have never suspected possible in any first year in school.

We recognize that Minneapolis has had exceptional leadership in First Grade work. It was in Minneapolis that Sarah Louise Arnold's practical work with public school children's learning to read created her "Stepping Stones" and other series of School Readers which have had almost unprecedented success for a third of a century. It was in Minneapolis that Miss Holton, Miss Arnold's successor, won national fame, and Elizabeth Hall carried to Minneapolis, when she succeeded Miss Holton, the best of training in Springfield, Massachusetts, under Dr. Thomas M. Balliet, and had made a national reputation in teacher training in Lewiston, Maine, and in primary supervision at Schenectady, New York. It must also be admitted that much credit must be given Dr. Charles M. Jordan, who never failed to give full rein to the genius and masterfulness of Miss Arnold, Miss Holton, and had the wit and wisdom to select Miss Hall as Miss Holton's successor, and no less credit is due to Superintendent W. F. Webster, in whose administration the present wonderful achievement has fruited. With us it is not a question of causes but rather of perfectly marvelous achievement which makes the carping critics of public schools sound like the clown's jokes that are injected to please little children and foolish men and women at the circus.

Ohio Educators Confer

By W. E. CHANCELLOR
Columbus, Ohio

THE sixth annual conference at Ohio State University continued through three days, ending April 10. It was organized by the College of Education under the control of Dean George F. Arps. The attendance ran to 5,000 educators from all parts of the state, not a few cities dismissing their schools at least one day in order that their teachers might attend. A hundred and more addresses were given in the main gatherings and in sectional meetings. The keynote this year was "The Training of the Teacher." There were several extensive educational exhibits.

Several educational notables were present and gave addresses. For the first time the new president of the Ohio State University, George W. Rightmire, formerly of the law faculty, presided at a great University function, speaking with much dignity and peculiarly appropriate sentiments and diction. Manifestly, he is aligned with the men of open minds and forward-moving programs. One of his remarks is worth quoting: "I have known education more than a quarter of a century, and as I look over these programs, I observe that one-half of the topics and doubtless of the materials presented were entirely unknown in 1900." That we are following tradition in the schools is manifestly contrary to the facts.

One of the high lights in the conference was an address by President Walter A. Jessup, of Iowa State University, who in the course of remarks obviously offhand and *ex tempore* said that to him the marvelous thing about American young men and women is that one-fourth of them are engaging in trades, arts, crafts, occupations literally undreamed of fifty years ago, and that nearly all of these youth are as enthusiastic, as skilful, as law-abiding, as obedient to ethics and ideals as ever were the young artisans and craftsmen and professional people of the ages when through century on century men did what their fathers had done. He declared that the marvel is not our high per cent. of criminals but our very low per cent. under these revolutionary economic and social conditions. Then he ran through a list of these new livelihoods; an astonishing list, when thought through, from airplanes to radio, from psychology to social welfare, from electric traction to biogenetics.

Perhaps the most original and brilliant address was that of Claude Bragdon of Rochester, New York, architect and artist, who suggested that the entire curriculum of education must be framed about drama and music in the largest sense of these words. He cited some notable experiments in education at various stages along this line. It is plain enough that it is wholly feasible to organize an entire year of work around one worthwhile play of a Greek author, to include drawings and essays about the times and the people, building of model homes and temples, and many things else. He said that the one element lacking in American life is the one thing lacking in American education—beauty. To this lack, he attributed the faults of modern youth, unfed in respect to their natural and proper desires, and poisoned in respect to their actual supplies. There were other addresses of interest, many of them.

When a conference of this kind, organized by the foremost educational institution of a state, paid for out of the state taxes, can be a success, there is hope for the people, because it means enlargement and rectification of the minds of the teachers of the people.

Character Chats

A Week-by-Week Feature Which Is Attracting Wide Attention

By JOSEPH B. EGAN, A. M.

The Bird Bath

LAST summer I spent a whole day casting a cement bird bath. I chose for its location a shady spot where several large trees make an attractive angle. In building the bath I was careful to see that it was high enough from the ground and far enough away from the nearest limb to remove all danger from prowling cats. I made sure, also, that the pan was not deep enough to drown the smallest bird. From the very first the little winged friends of man showed their appreciation of my labor. Towards evening, especially if the day were hot, you would see them drop down onto the nearby limbs and look longingly at the cool water sparkling in the bath. First one and then another would flit lightly to the wide cement edge, take a drink with uplifted head, and then hop into the water to flutter wings and ruffle feathers until sparkling drops sprayed out in all directions.

The fame of my bird bath spread abroad, for soon little friends came from far and near; blue jays, rich in the color of deep skies and ruffled water; little dun-colored wrens; sparkling blue birds that seemed like a piece of the sky itself; robins with stately heads and scarlet breasts; gorgeous golden orioles and, now and then, the brilliant flash of the scarlet tanager.

There was no quarreling around the bath. I have counted six different varieties bathing at the same time. The day I spent in giving these little friends a chance to clean themselves has paid me over and over in song, in color, in vivid life among the trees, in companionship, in the joy that comes from helping others. I have learned a great lesson from the birds that come to my bird bath. I have learned that things come to you according to the invitations you send out. This is really a great truth that each and every one of us should think about whenever we are about to send out an invitation. A bird bath is an invitation for lovely birds to come close to you, adding life and color and sweet song to the home in which you live. A gracious manner and a lovable disposition combine to extend an invitation to the kind of people who are worth while as friends. An honest will to work hard invites success to come and make your life happy. Love invites love and smiles invite smiles. Happy words call for happy words, and a pure heart is an invitation to our Heavenly Father to smile upon you. On the other hand evil invites evil. Lies lead to more lies and envy gathers around us the unhappy playmates of misery and discontent.

Let us all, therefore, determine just what we want to invite into our lives. If it be birds, let us build bird baths and lovely nests; if it be happy, worth-while friends, let us build in our own lives a happy, worth-while disposition.

The Spirit of Loveliness

THERE is a spirit of loveliness in the world. In the high hills where the fleecy clouds are shepherded by the winds; in the valleys where the silver ribbons of the rivers run; in the blue skies where the sunlight glints from the outspread wings of a wheeling gull; upon the land's end where the tongues of the ocean speak of steadfast faith; along the stone wall that hems the meadow, all embroidered with the golds and crimsons of the ivy leaf; upon the city street wherever a face smiles or a cheery laugh rings out; in every heart that finds a joy in being good.

There is a spirit of loveliness in the world. The flower shows it forth in color and sweet perfume; the wild bird embodies it in silver notes; the wind speaks of it in the swaying boughs of the old pine; man blazons it forth in all he does to beautify the earth.

There is a spirit of loveliness in the world. In what great source does this spirit find its inspiration and its life? Whose is the mind that thinks so constantly of beauty; that loves beauty so well; that has ordered all the laws in such manner that only beauty can result; whose soul is the deep and limitless source from which all loveliness comes forth to gladden all the earths that are?

There is a spirit of loveliness in the earth. To man alone has been given the ears to hear it, the eyes to see it, the mind to understand it. Man is its witness, a lone figure standing on the ramparts of the universe and looking out upon the vastness of God's plan, and lifting up his voice, heard far beyond the farthest star, saying: "Thou art good, O God, and all Thy works are loveliness. Order is Thine and

beauty comes out from Thee. Grant then, to me, O Infinite Artist, some measure of Thy skill, that I, too, may create some thing, be it a song, a deed of love, a cheery smile; so that at each day's end my soul may find itself a better and truer image of Thine own."

Happiness Seeks a Home

Note: Written in reply to a most charming letter of appreciation from the children of the eighth grades, Wayne, Nebraska.

ONE day Happiness went on a journey through the kingdom, and towards evening came to a little low hut on the edge of a woodland. Blue smoke poured up out of the chimney and the crackle of a lively fire could be heard through the dark planks of the heavy door. Happiness knocked very gently. She was timid and ready to run away at the first sign of evil. "Who is there?" said a gruff voice. "Happiness," said the spirit. "May I come in?" "Certainly, certainly!" cried the voice again. "By all means enter. I shall be glad to keep you under my roof. Come right in." "But I can't move the heavy iron latch on the door," said Happiness. "Then stay out," said the voice. "It's too much trouble to get up and lift it for you." "Alas!" cried Happiness, "Laziness has shut many a door against me."

An hour later Happiness came to a lovely little cottage at the end of a stone walk behind a wooden picket fence. Hollyhocks leaned over the gate posts and smiled as she went by. They wished to give her a friendly greeting. "Surely," thought Happiness, "here is a place to spend the night." With that she knocked gently on the white door. "Who is there?" said a woman's voice. "It is I, Happiness," cried the spirit. "May I come in?" "Oh, yes, indeed," answered the voice. "I have been waiting and hoping that you would come along. Come right in." "I can't move the doors on their heavy hinges," cried Happiness. "Oh, bother those hinges," cried the voice. "I had them made out of solid pieces of envy. They squeak so when they do open that I usually come in by the back way. Please go round and come in by the back way." "That I cannot do," said Happiness. "I am so sorry but I must hunt another lodging for the night, for I can never pass beyond the hinges of envy." As Happiness went away she thought she heard a deep sigh coming from beyond the doors and she said to herself: "Alas, how many times have the hinges of envy held the doors closed against me!"

A little later Happiness came to a mansion. It was made of white marble, and was approached by white marble walks that led up to white marble steps, and white marble statues stood on every side with white marble seats beneath them. "I shall try this place," said Happiness. "Where there is so much wealth and white marble there should be room for a little Happiness like myself. The door knob was made of solid gold and the big knocker above it was of solid gold, too, and although Happiness let it fall ever so gently the clang it made frightened her, till she felt like running away. Instantly the door opened and a butler, holding his head stiffly erect, said: "Whom do you wish to see?" "I am Happiness," said the spirit, "and I want to stay here a while." "Indeed," said the butler. "Have you your card handy?" "Indeed, no," said Happiness. "I need no card. Everybody knows me and likes to have me around." "We have just taken in a person named Pride," said the butler. "I am afraid we have no room for anyone else." "No, indeed, you haven't," said Happiness. "Pride and I never live under the same roof." "Be careful not to walk on the grass as you go out," continued the butler as he closed the door with the gold knob. "Alas!" said Happiness. "Why do people entertain that awful creature? Poor fools! They do not know that she lets Misery in by the back door and helps him to rob the place of every treasure it contains."

A little later Happiness came to a log cabin. The door was made of split logs, and stood wide open. Inside a roaring fire chattered happily in the big fireplace. Happiness knocked against the heavy log that formed the door sill. Her tiny knuckles made no sound upon the rough wood, nevertheless it was heard within, for some ears are very quick to hear signs of Happiness.

"Someone knocked," said a woman's voice.

"Who is there?" said a man's voice.

"It is I, Happiness. May I come in?"

"Indeed you may," said the woman as she came to the door carrying a baby in her arms. "You are most welcome and we would invite you to stay a long time, but we have so little to offer you."

"Have you a crust of bread?" asked Happiness.

"O dear, yes," said the woman.

"Then I shall feast like a king at your table," answered Happiness. "Have you a place where I may sleep?"

"Just a plain board," said the woman.

"Upon it I shall sleep the sweetest sleep possible," said Happiness.

"But it is all so little to offer you," said the woman.

"It is enough," said Happiness, "for here I find love, and where love is, there Happiness is glad to abide forever."

The Golden Tulip

THE report spread throughout the whole countryside and all the tulip growers gathered in knots at every crossroad to talk it over. "What is it you say, Simon, the goldsmith has made?" asked one. "A golden tulip," said another, "a marvelous flower with petals of the purest gold, wonderfully fashioned." "And the leaves, surely they are not of pure gold, also?" asked a third. "Of course not," said a fourth. "They say they are carved out of long slivers of green jade, and the stem is of such pure amber that it cannot be told from the real thing." "This is a marvelous doing," exclaimed the first man. "They say the king himself is coming right to Simon's door to see this work of his." "Who can tell, but what the whole village will gain fame through Simon's work," said the second. "Let us go and see it ourselves," said the third. "The way is long," said the fourth, "and the spring planting is waiting while we stand here." "Very true," said the fifth man, "but it may never fall to our lot again to see the wonder of wonders, this golden tulip which our Simon has made." With that the five men stacked their tools in a fence corner, and started towards the house of Simon. "Where are you going in such a hurry?" asked a neighbor as they passed. "To Simon's house to see the tulip he has beaten out of gold." "I shall go, too," said the neighbor, "although my own tulips need all the care I can give them." Again they came to a neighbor's house. "Where are you going in such a hurry?" he asked, also. "To Simon's house to see the tulip he has beaten out of gold," they cried. "I shall go, too," said the neighbor, and with that he cast down the handful of tulips he had cut to sell. In time the men came to Simon's house. A vast throng surged around it; heads craning and stretching over shoulders for a sight of the golden tulip. In the midst of the crowd stood Simon holding aloft the triumph of his art. "Ah!" cried the crowd in rapture. "What a glorious tulip! What petals! What color! What leaves! What perfect form! Truly, Simon is a great workman and has done credit to our village." Apart from the rest stood an old man with snowy beard and snowy garments. None knew him and yet at the same instant the eyes of all were turned in his direction. He smiled, and a great light seemed to play about him. "Is the work of this man so great," said he, in a gentle voice, that each one heard as though spoken in his own ear. "Behold the tulips in your own gardens. Are they not more beautiful? Are they not warm to the touch? Are they not soft as silken cloth? Are they not fragrant? Bear they not their own kind? Can all this be said of this golden tulip?" "He would rob Simon of his glory," cried one of the crowd. "Slay him," cried another, but the stranger smiled and said: "Truly Simon has done a noble thing, but there is One who has done far greater. I speak of Him who wrought the tulips in your fields and gave them life and beauty for your sakes." "He speaks the truth," said the wise man of the village. "Let us give praise to God for all His works and to Simon also, in the measure he deserves."

Majestic Music

LAST night I listened to the playing of a wonderful piece of music. It came to me by radio from a station six hundred miles away. The name of this marvelous melody was Kamenoi-Ostrow, and it was composed by Rubinstein.

I wish I could describe in words the immense feeling of atmosphere in that selection. It was as though the soul of this great artist stood on a high mountain peak and looked off into the vast depths of space and listened and caught an echo of the music that rolls up out of the mists at the feet of God.

There was a majestic reaching out of mighty soul-surges as though the thoughts of the composer took the form of huge unfolding clouds that sang above the shimmering horizon on a day in June. Far off in the lovely depths of pearl rumbled the deep harmony of thunder heads and storm.

To write such a piece, to bring so much loveliness to earth is allotted to the few chosen mortals who have broken through the deafness of the flesh and caught an echo of the eternal harmony; who have torn aside the blindness of human eyes and caught a glimpse of the glory there beyond the stars; who have waked glory in the dust and lent it a silver tongue.

Whenever I witness such a majestic proof of man's relationship to God I feel a great pride rise up within me and a great question; what can I, also, do to bring loveliness to earth; to catch it out there in the universe where it wheels beneath the stars and bring it down and give it to my fellow men to comfort them?

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TREND OF THE TIMES

Bomb Embassy In Argentine

The Argentine ministers of foreign relations, marine and interior, have called at the American embassy in Buenos Ayres and expressed regret over the explosion of the bomb outside the embassy building Sunday night, May 16. The theory had been advanced that the explosion was connected with the Sacco-Venzetti case. Nicola Sacco and Bartolomeo Venzetti, Italian radicals, are under conviction for murder in Massachusetts. This case has also been given as the cause for Communist outbreaks in Lisbon, Paris and other European centres some time ago.

Sterling Above Par; First Time Since 1914

For the first time since the eve of Christmas Day in 1914, the pound sterling commanded a premium over the American dollar on May 15, and the event meant the culmination of what has been repeatedly called the greatest fiscal achievement in world history. By the irony of coincidence the currency units of Britain's erstwhile allies had hit new low levels. The French franc went down to 3.03 cents and the Italian lira plunged 3.25 cents. Sterling sold for $4.86¾ as compared with a gold equivalency value of $4.8665. The darkest days for the British currency unit were in the winter of 1920, when in February the quotation fell to $3.18, the lowest rate for all time. In American banking circles the view is held that a healthy currency in Great Britain brings the world appreciably nearer to normal conditions and fosters international trade relations.

Trolleys Not Yielding To the Automobiles

In spite of competition from private automobiles and bus transportation, the electric street railways of the United States carried more passengers in 1925 than in 1924, E. J. Dickson, vice-president of the United Electric Railways of Providence, R. I., recently declared. Mr. Dickson further stated: "The street railways of the country carried, in round figures, 9,900,000,000 revenue passengers in 1913; 16,000,000,000 in 1925, and during the latter year the increase over 1924 totaled 300,000,000 revenue passengers. Forty-four thousand miles of track are operated and 105,000 street cars are owned by the 750 street railway companies in this country."

"Fastest" Cable To Span Ocean

Early this summer the work of laying the world's "fastest" cable will be started. The new line, which will afford direct communication between New York and London, a distance of 3,800 nautical miles, will have a speed of 2,500 letters per minute or eight times as fast as the cable now used between these two points. It will be the twentieth transatlantic cable. It is expected that all of it will be in place by the end of the summer.

Three Comets Disappear

Astronomers, in a recent inventory of the universe, have written off their books three more comets, Biela, Brorsen and Tempel, while two others are reported missing. The verdict in the case of the first three is accidental death. Remains of Biela's comet, however, continue to haunt the solar neighborhood in the form of showers of meteors. Holmes' comet has been advertised in the lost columns of The Celestial Journal, and more information is urgently wanted. When last seen, in 1906, it was scantily clad and had a very small tail. It has not kept its dates since. Wolf's comet of 1884, one of Jupiter's household, looked feeble last year and is not expected to live long.

Committee Rejects Roosevelt Memorial

The House Library Committee, composed of a majority of Republicans, has virtually abandoned plans for a memorial to President Roosevelt and has directed the introduction of a resolution to commemorate Thomas Jefferson. The Jefferson memorial, provided for in a resolution prepared by Representative Robert L. Bacon, Republican, of New York, would be erected on the slopes of Potomac Park, south of the White House, where it had been proposed to build a fountain in memory of Theodore Roosevelt.

Cost of Raising Child is $7,200

The dollars and cents outlay of raising a child from birth to his or her eighteenth year is, in round numbers, $7,200, according to a survey made by the statistical bureau of the Metropolitan Life Insurance Company. This is divided as follows: cost of being born, $250; food, $2,500; clothing and shelter, $3,400; education, minor items met by the family purse, $50; major items of education, cost of schooling provided by the community and not separately appearing in the family budget, $1,100; medical and dental and kindred services to maintain health, $284; recreation, $130; insurance, $54; and sundries, $570. These conclusions were arrived at in the study of an average family consisting of father, mother, and three children, in the $2,500 per year income class. The total of $7,238 does not include the $1,100 for schooling.

Mexico Would Register Aliens

At the request of President Calles a new immigration law for Mexico was prepared by the department of interior. The law would put a tax on all incoming aliens and require their registration. None pursuing callings forbidden in Mexico would be allowed to come in, and the president would be authorized to decide on any question of admissibility. At the same time there were published the regulations of the petroleum law, which permit those who acquired rights in this line before 1917 to convert such rights into concessions for a term of fifty years, then renewable.

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BOSTON

Corporate Profits Show Big Increase

An interesting study of the composite corporate earnings during the first quarter of the year has been made by one of Wall Street's statistical agencies. The percentage of gain or loss in sixteen groups of representative corporations is tabulated as compared with the same quarter of 1925. The service states that the profits must be considered highly satisfactory and important as registering a gain over last year. Some of the leading gains are: Automobiles, 12 companies, including General Motors, gained 67.4 per cent.; 11 companies, excluding General Motors, gained 15.2 per cent.; chain stores, four companies, gained 35.2; steel, including United States Steel, gained 14.9; electric light and power and gas, 9 companies, gained 14.6. Heaviest losses were: building materials, three companies, lost 9.1 per cent.; leather, two leading companies, lost 85 per cent.

First Library of Medical Films Soon

Dr. Simon P. Goodhart, professor of Clinical Neurology at Columbia University, recently told the Yale Medical Society that the first film library in the world is to be established in New York. The films will consist of hundreds of reels of pictures taken by physicians at work in their clinics, who will demonstrate the latest discoveries in the field of science, particularly medicine. World-wide service will be available to physicians and scientists who desire to see the new discoveries in surgery, for instance, that they read about in their scientific journals. Professor Goodhart showed 5,000 feet of film, demonstrating various stages of sleeping sickness and other nervous diseases. They were shown at Yale for the first time in this country. In Europe, Dr. Goodhart declared, the films were received with enthusiasm.

Byrd Circles North Pole

Starting from the base in King's Bay, Spitzbergen, Commander Richard E. Byrd and Floyd Bennett, American aviators, circled the North Pole several times (May 9), and returned in fifteen and one-half hours after flying approximately 1,500 miles without a stop. Observations taken at the earth's axis verified those taken by Peary in 1909. Byrd completed in less than a day what Peary did in eight months seventeen years ago. This was the realization of Byrd's boyhood ambition. He and his pilot were the first men to fly over the Pole in an airplane and the second expedition to visit the top of the world. The flyers were favored by continued sunlight, and there was never the slightest fog. Commander Byrd was able to use his sun compass and bubble sextant and to obtain the most accurate observations possible. World-wide felicitations were accorded these two successful Polar air pioneers.

Over Half Billion Army Records

There are 660,000,000 records in the Adjutant General's office of the War Department relating to 33,000,000 persons. About 250,000,000 of these are World War draft records; 165,000,000 are World War records; 164,000,000 are records of officers of the regular army since its establishment, enlisted men who entered service since March 1, 1919, reserve officers without World War service, and the like, and 81,000,000 are records for the period from 1775 to 1912. Historians find in the old War Department records much valuable material.

French Legion A Small Army

French Government figures show that the holders of the French Legion of Honor medals, if mobilized, would constitute an army about equal to the number of men in America's peace-time military establishment. On December 1, 1925, there were 131,334 legionnaires on the roll of the Grand Chancellery, and more have been elevated since then. There are fifty-eight "Grand Crosses" of the order now living. The Grand officers number 374. The Commanders alone form a regiment with a strength of 2,652, while there are 17,745 officers of the Legion of Honor entitled to wear the little red rosette. The Chevaliers, or Knights, numbered 110,505 last December.

Would Revise Passport Rules

An international passport conference in Geneva, attended by all of the leading nations of the world, has taken up the task of evolving a better system of international passports and visas than existed before the war. It is hoped to obtain a common international type of passport and to secure uniform regulations as far as is possible in all countries. The gradual abolition of the entire passport regime is another aim of the conference. This it hopes to attain by the enactment of mutual agreements between nations. A number of European nations have already reached this basis among themselves. An effort will also be made toward securing the abolition so far as possible of the visa.

Would Amend Canal Act

A bill to amend the Panama Canal Act, embodying the recommendations of the President, the Secretary of War and the Governor of the Canal Zone, is awaiting action in the House of Representatives. The measure aims to make several much needed administrative reforms in the affairs of the Canal Zone. The marriage code would be corrected to allow the exercising of the American marriage laws. Marriage would be celebrated by none other than a judicial officer, or a minister in good standing in any religious society or donomination holding a proper license. Another proposed change affects the escheat of property. When there is no next of kin, legatee or other person entitled to the property of the deceased, the attorney general for the Canal Zone would file petitions for a cedree declaring that such property has escheated to the United States. Estates to be settled would not be converted into money.

Busses Bring a Jump In Use of Gasoline

The 70,000 busses in operation in the United States consumed 271,000,000 gallons of gasoline last year, an amount equal to the consumption of 700,000 passenger cars. They covered 1,900,000,000 miles, and the consumption of gasoline per bus, according to a recent survey, ranged from 4,000 to 10,000 gallons a year. In terms of gasoline consumption, one motor bus on city streets or country highways at present is equivalent probably to ten passenger cars, the figures further revealed. Larger consumption per motor vehicle registered in the United States indicates the effect of the bus on total consumption. The indicated average consumption per car in 1925, using registration figures as of December 31, 1925, in conjunction with the Bureau of Mines domestic gasoline consumption figures for 1925, was 457 gallons, compared with 444 gallons in 1924.

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RICHMOND VIRGINIA

EDUCATION IN ACTION

Teaching Own Girls, Professor Is Fined

Professor and Mrs. Thomas Thivierge of New York City were recently fined $10 on a charge of failing to send their two daughters to a public school. Mrs. Thivierge stated that Professor Thivierge taught the girls Greek, Latin and French, beside the regular school curriculum, and when the daughters had attended public school they had returned with bronchitis, pediculosis and memories filled with bad language. Magistrate Gordon of the Municipal Term Court said: "Madam, our public schools are wonderful. I graduated from a public school and from City College and look at me to-day. I'm a judge." Professor Thivierge testified he was a former superintendent of schools at Biddeford, Me., and a graduate of French and Canadian colleges.

Dean's Honor List at Harvard

Five hundred and seventy-nine undergraduates are placed on the dean's list at Harvard as the result of their mid-year examinations, and in consequence have been accorded special privileges which the other students are not allowed. These exceptional students are allowed to cut their classes without danger of being disciplined, as is the case with men who do not rank so high in their studies. Last year only 500, or 16.6 of the college enrollment, were represented on the dean's list. This year the percentage is 17.9.

Eighth Grade Education For Illinois Barbers

Prompted by a desire to "elevate the profession," the Illinois master barbers, in convention in Aurora, Ill., adopted a resolution calling upon the next Legislature to pass a law requiring all applicants for barber licenses to submit evidence they have "at least an eighth grade education."

Few Children Are Tubercular

Of the 64,047 school children weighed and measured among the parochial and public schools of Boston recently, 6,561 were selected for further examination, and of this number, 1,610 reacted to the tuberculin test, according to Dr. Chadwick, chief of clinic of the Massachusetts department of health. Only 263 children had actual pulmonary, hilum or latent hilum tuberculosis, Dr. Chadwick declared. The heaviest toll was in the need of dentistry treatment, with 2,726 requiring dental care. Tonsil and adenoid troubles have greatly decreased within the last five years, and only 1,213 were reported. The comparison between public and parochial schools relative to these tests showed that the same proportion existed, Dr. Chadwick asserted.

Expands School for Women in Industry

Expansion of the Bryn Mawr Summer School for Women Workers in Industry so as to include other women's colleges willing to make the experiment of adult workers' education, has been announced by Dr. Marion Edwards Park, president of Bryn Mawr College and chairman of the joint administrative committee of the summer school. The new plan will go into effect after the session of the summer school this year at Bryn Mawr. The name of the school will be changed to Resident Summer School for Women Workers in Industry, Conducted in Women's Colleges with the Co-operation of Labor. Winter headquarters will be shifted from Bryn Mawr to New York City.

Tardiness Cured By New Method

Walter D. Hood, principal of the Gilbert School, Winsted, Conn., reveals a new cure for tardiness in The School Review. Mr. Hood states: "We have cured tardiness caused by negligence by the very simple device of requiring the tardy pupil to report in the principal's office forty-five minutes before the time for beginning school every morning for a week. This makes trouble for both the pupil and his parents, who have to get an earlier breakfast, and it seems to be very much more effective than keeping a pupil after school. It is a case of like curing like. Of course, you cannot apply this or any other rule universally, but we apply it in those cases where the tardiness seems to be avoidable and it has worked with remarkable success."

Educational Standing Of Massachusetts

The latest statistics of state school systems, those for 1923-24, compiled by the United States Bureau of Education, show that Massachusetts paid the fifth largest average annual salary of teachers, supervisors and principals, $1,637, exceeded only by New York, California, New Jersey and the District of Columbia. The national average was $1,277. Of 24,288,808 pupils enrolled in the schools of the country during the period, 737,576 represent the enrollment in Massachusetts schools. From 1920 to 1924 the state showed an enrollment of 113,990 pupils. School attendance of Massachusetts pupils enrolled in 1923-24 averaged 149.3 days per pupil. The national average was 132.5. The value of Massachusetts school property per pupil exceeds that of the country as a whole, the national average being $154, as compared with $197 for Massachusetts. The total value of the school property in the state is placed at $145,023,851.

BOSTON PUBLIC SCHOOLS: The 1926 examinations for admission to The Teachers College of the City of Boston, Latin and Day High Schools will be held this year as follows:

THE TEACHERS COLLEGE OF THE CITY OF BOSTON. For the regular four-year college courses and the regular three-year courses open to high school graduates who have completed the preparatory course: From Monday, June 7, to Saturday, June 12, inclusive, at The Teachers College of the City of Boston, on Huntington avenue, near Longwood avenue.

Candidates for the four-year college courses are required to report for registration and conference on Monday, June 7, at 9 o'clock, A. M. Candidates for the three-year courses are required to report for registration and conference on Monday, June 7, at 2 o'clock, P. M.

LATIN SCHOOLS: (For admission to the Six-Year Course): On **Friday, June 4** and on **Monday, September 13,** at 9 o'clock, A. M. Boys will be examined at the Public Latin Schoolhouse, on Avenue Louis Pasteur; girls, at the Girls' Latin Schoolhouse, on Huntington avenue, near Longwood avenue.

Candidates are required to pass an examination equivalent to that required for admission to the seventh grade of the elementary schools. The subjects of the examination will be English (including Reading, Literature and Spelling); Arithmetic; Geography; and History and Civics.

For admission to the four-year course: Candidates for admission to the four-year course in the Public Latin or Girls' Latin Schools, will be examined **only on September 17** at the place, and in the subjects indicated under High Schools, below.

HIGH SCHOOLS: On Friday, September 17, at 9 o'clock, A. M. Boys and girls will be examined at The Teachers College of the City of Boston, on Huntington avenue, near Longwood avenue. The subjects of examination will be: English Language, including Reading, Writing and Spelling, Grammar and Composition; History and Civil Government of the United States; Geography; Arithmetic; Clerical Practice; Introductory Science; French; Spanish; and Italian.

For further particulars apply to the undersigned.

JOEL HATHEWAY,
Chief Examiner,
15 Beacon Street, Boston.

Religious Teaching Petition in Jersey

The Trenton, N. J., Board of Education has been asked by local clergymen, excepting Catholic priests, to permit children in elementary grades to be released from school one hour a week for instructions in religion. The request, in the form of a petition, was presented by a committee comprising Rabbi Abraham Holtzberg, Canon C. S. Lewis, and Rev. William T. Hanzsche. The petition involved the familiar question whether the local school board has a right to allow the children to attend religious instruction during school hours.

Teachers' Club Elects Officers

Miss Katherine C. Coveney, master's assistant of the George T. Angell school, Roxbury, was re-elected president of the Boston Teachers Club at its annual meeting at school committee headquarters. Other officers elected are: First vice-president, Myrtle C. Dickson, Roxbury High School; second vice-president, Carolyn B. Shattuck, Hancock district; recording secretary, Dorothea Cushing, Charlestown High School; financial secretary, E. Theodate Burpee, Brighton High School. An unprecedented enrollment of more than 1,400 members was announced.

Writers of History Poorly Rewarded

Authors spend more than they receive in producing history books, according to Professor John S. Bassett, secretary of the American Historical Association. Professor Bassett, who occupies the chair of history in Smith College, has collected the views of a group of prominent members of the association on the economics of history writing. "It was the testimony of all these historians," said Professor Bassett, "that the expenses incurred in gathering information and while writing, far outweighed any hoped-for returns." One striking example is given of an author who spent 1,500 hours of hard work and $250 to put out his book, in return for which he received two letters. One letter contained a copy of a review of his book, and the other a request from a library for a volume, which he would have to buy from his publisher. This author declared that while the public is appreciative, it will not back its appreciation with cash. He attributed this attitude to ignorance of the nature and extent of an author's task.

Aid for Students In Mental Distress

President W. H. P. Faunce of Brown University has announced that plans are now being worked out whereby the university will endeavor to aid students to overcome mental and spiritual distress or confusion. Brown, in taking this step, new to American colleges, takes cognizance that mental health is as important as physical health. "Most of all," President Faunce declared, "do students need assistance and direction in their highest and noblest aspirations, that is, in their religious life." The colleges, he said, must provide for "spiritual guidance, free from dogma, but sympathetic with the soul in its search for the infinite."

Compulsory Chapel Abolished at Yale

Discontinuance of compulsory chapel for Yale undergraduates has been approved by the Yale corporation. The move was made after consideration of the recommendation of the faculties of Yale College and of the freshman year that the requirement of attendance at chapel services be discontinued.

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HORSFORD'S ACID PHOSPHATE

The BOOK TABLE

TEACHING AS A PROFESSION: ITS ETHICAL STANDARDS. By Matthew J. Walsh, State Normal School, Indiana, Pennsylvania. Cloth. 390 pages. New York: Henry Holt and Company.

Professor Walsh has rendered the profession an important service in clarifying the atmosphere regarding the significance of professional Codes of Ethics by presenting the status of teaching, past and present, relation of teachers to one another, loyalty to school officials, to the community. He also deals sanely and justly by the relation of experience to professional scholarship.

No one else has been as broad minded and as open minded in dealing with the various problems that present conditions make vexatious on occasions. The relation of teachers to one another socially and professionally is sure to demand much attention in the near future, and "Teaching as a Profession" will help teachers to think straight whenever occasion calls for responsible attention.

A SECOND COURSE IN ALGEBRA. By John C. Stone, Montclair, New Jersey, State Teachers College, and Howard F. Hart, Senior High School of Montclair. Chicago, New York, Boston: Benjamin H. Sanborn and Company.

Every book on arithmetic or other branches of mathematics prepared by Professor Stone, and they are many, has to an unusual extent the viewpoint of the learner rather than of the teacher. Mr. Stone is less a slave to the conventional and traditional than is usually true, and because he has a surplus of personality his books have an exceptional personality.

One notable characteristic of all Mr. Stone's books is the skilful way in which he provides tests without for a moment making them bugbears.

Another highly important phase of all Mr. Stone's work is the way in which he tempts students to reach for higher mathematical levels. No student is discouraged because there is such a vast region between his present knowledge and the heights to which he aspires.

This "Second Course in Algebra" scheme makes it natural and easy to keep well apart students who must have a working knowledge of algebra as a useful tool in reading and thinking in this complex age and those who really enjoy intellectual achievements for their cultural value.

THE HOME AND THE SCHOOL IDEA IN EDUCATION. By Raymond E. Manchester, Kent, Ohio, State College. Introduction by Dr. John E. McGilvrey. Menasha, Wisconsin: George E. Banta.

Professor Manchester here deals with problems vital in both home and the school functioning, especially of Health, Moral Training, Earning a Living, and Citizenship. The book is not only direct in its approach to the various subjects, but renders a distinct service to teachers and parents by showing how intelligent and effective co-operation may be established between the home and the school in the attainment of various desired ends.

The discussion does not deal with abstractions; its concrete presentation of needs and problems brings the reader face to face with the actual activities of boys and girls and herein lies its chief value to parents and teachers. As Dr. McGilvrey says in the Introduction: "The facts presented are woven into the fabric of experience and given their human setting in that halo or penumbra that surrounds and escorts all facts and gives them color and significance. The essential unities of activities in the home, in society, in the classroom and the playground are embodied in presentations that appeal to all who are interested in the welfare of children."

The public schools in methods of instruction and management are controlled by public opinion. The average taxpayer or parent has little direct contact with schools and in the main draws upon the experience of his own school days in formulating opinions affecting educational programs. The average citizen can have little interest in technical discussions on education written by educators in the language of the profession. The author presents a conception of the modern school and the constructive forces that develop in children the capacity to meet their social duties in terms that a layman as well as a teacher can understand.

HIDES AND SKINS. By John R. Arnold. 606 pages. Flexible Binding. Chicago: A. W. Shaw Company.

Increased production, as well as increasing concentration of population, is placing an ever greater burden on the natural resources of the hide and leather industry. Thus the forward-looking business man, the student, and the investor must make a concerted study of the raw material market.

To make accessible the facts necessary to a thorough understanding of the subject, the A. W. Shaw Company has published the first volume of its raw material market studies, "Hides and Skins," by John R. Arnold. This is the first book of its kind ever published, and should be the standard work for the next ten years. The increasing dependence of the industrialized nations upon the less highly developed sections of the world for an adequate supply of leather and the widely scattered sources of supply made this volume one which could only be successfully written by one who combined a world-wide experience with an intimate knowledge of the trade.

After a thorough discussion of the fundamental facts necessary to a proper understanding of the industry as a whole, the author takes the reader into the details of markets and of marketing hides and skins. He discusses the basic physical qualities such as size, shape and smoothness; methods of cure; defects and standards of grading.

Tracing out the route to market, the author shows the hands through which the material must pass; and makes plain the places in transit where costs are added, damage sustained, and waste incurred. He explains how purchases are financed, where and how raw stocks are sold—at home or abroad, through dealers, auctions, or fairs; interprets trade names and terms, grades and specifications; gives the restrictions and formalities to be observed in international trade; duties to be paid, with description of export and import duties of the principal producing countries. He tells the best ways to pack and ship; and warns of adulterant and false weightings.

LONG AGO IN EGYPT. By L. Lamprey. With Illustrations by Margaret Freeman. Cloth. 267 pages. Boston: Little, Brown and Company.

This interesting story of the "Long Ago in Egypt" is based upon some very recent information so that those interested in pre-historic Egypt will be interested in this latest exploitation of Egyptian discoveries.

Books Received

"First Lessons in Learning to Study." By Ernest Horn, Prudence Cutright and Madeline D. Horn.—"The New Second Course in Algebra." By Herbert E. Hawkes, William A. Luby, and Frank C. Touton.—"Principles and Practices of Co-operative Marketing." By Eliot G. Mears and Mathew O. Tobriner. Boston: Ginn and Company.

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Easy Come

A little newsboy was standing in a doorway crying bitterly, when a benevolent old gentleman asked:—

"What's the matter, my boy? Lose something?"

"Yes," between sobs, "lost a quarter."

"Well, here's a quarter. How did you come to lose it?"

"Betting on the Giants."—Railway Carmen's Journal.

Efficiency

It is a striking coincidence that "American" ends in "I can."—Greenville Piedmont.

Then He Saw Red

The flower show had been a great success, and the next morning Smith, who had performed the opening ceremony, was reading the newspaper's report of it to his wife.

Presently he stopped and, snatching up his stick, rushed from the room. Amazed, his wife picked up the paper and read:—

"As Mr. Smith mounted the stage all eyes were fixed on the large red nose he displayed. Only years of patient cultivation could have produced an object of such brilliance."—Boston Globe.

A Chump to Do It

Pasted on the window of the book publisher's store was the sign, "Porter wanted," and in the window itself, on a pile of books, the placard: "Dickens' Works All This Week for $4."

The able-looking Irishman read first the sign and then the placard.

He blurted out: "Dickens may take the job! Dickens can wur-rk all the week fer foor dollars if he wants to, but I'll not touch it. Ye'd better kape Dickens."

Not a Slouch

They were talking about inventions.

"The man who invented the flyin' machine was a great genius," said Pat.

"Hi think wireless is the greatest invention," said 'Arry.

"Vell," said Ignatz, "the fellow that invented interest was no slouch."

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Meetings To Be Held

MAY.

26-June 2: National Conference of Social Work, Cleveland, Ohio. Gertrude Vaile, Ithaca, N. Y.

JUNE.

3-5: Associated Harvard Clubs, Chicago, Ill., William Thomas, 315 Montgomery street, San Francisco, California.

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 428 Chamber of Commerce Building, Columbus.

27-July 2: American Classical League, Philadelphia, Pa. Andrew F. West, Princeton, N. J.

28-July 2: American Home Economics Association, Minneapolis, Minn. Marie Sayles, 1123 East Kearsley Street, Flint, Michigan.

27-July 2: National Education Association, Philadelphia, Pa. Mary McSkimmon, Pierce School, Brookline, Mass.

28-July 2: National League of Teachers' Associations, Philadelphia, Pa. Harriet E. Scofield. 3017 Park Avenue, Minneapolis, Minn.

JULY.

1-2: National Association of Visiting Teachers, Philadelphia, Pa. Edith M. Everett, 1421 Race street, Philadelphia, Pa.

5-8: Music Teachers Association of California, San Diego. C. C. Draa, 438 Music-Art Building, Los Angeles.

28-29-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. W. W. Landers, Charleston, W. Va.

28-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. R. S. Grossley, State College for Colored Students, Dover, Del.

SEPTEMBER

7-8: Mathematical Association of America, Columbus, Ohio. W. D. Cairns, Oberlin College, Oberlin, Ohio.

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie.

21-23: Indiana State Teachers Association, C. O. Williams, secretary, Indianapolis, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

21-23: Utah Education Association at Salt Lake City. J. T. Worlton, Salt Lake City.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg. W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa.

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association. Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington, D. C. E. H. Lindley, Lawrence, Kansas.

22-25: South Dakota Education Association. C. S. Hall, Bellefourche, S. D.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

26-27: Maryland State Teachers' Association, Baltimore. H. W. Caldwell, secretary, Elkton, Md.

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